

GIFT OF
Barbara Ellen
and Marjorie Campbell

The CAMPING MAGAZINE OCTOBER 1930



A MEMORY OF THE PAST SEASON

*A photo study by J. P. Hargrove, Chicago.
Director, Camp Martin Johnston.*

God of the Lake, grant me Thy peace and Thy restfulness,
Peace to bring into the world of hurry and confusion,
Restfulness to carry to the tired one whom I shall meet every day.
—*Author Unknown.*

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THE CAMP DIRECTORS ASSOCIATION

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THE CAMPING MAGAZINE

VOL. III

OCTOBER, 1930

No. 1

THE NEED OF STABILIZATION

The stability of the organized camp movement was severely tested this past season. Financial conditions determined to a very large degree the enrollment of campers, in fact, some camps were temporarily closed and others combined, which resulted in serious curtailment of program and personnel. This condition was particularly true of the privately owned camps. Reports, however, show that the organizational camps were crowded beyond capacity. Finance is a stern adjuster of affairs and it may be that this season's experience will bring about a stabilization in rates, salary expense, cost of promotion and the elimination of things which have been, rightly or wrongly, criticized in the operation of summer camps.

We have been busy applying all sorts of tests to campers, now let us have the courage to apply, at least, a measurement test to camps. Let us endeavor to discover our own shortcomings as directors and as camps. Are camps classified as a luxury or as a necessity? Are the private camps charging exorbitant fees? Are the organizational camps unfairly competing with private camps by charging too small a fee? Is there too large an investment in buildings and equipment used only ten weeks out of the fifty-two weeks in a year? Is it good business to insist upon parents investing from one hundred to two hundred dollars in a camp costume to be worn only for a short time by growing boys and girls. Do the season's results justify our claim as an educational project? These and many other questions should be thoroughly discussed at the meetings of the Sections and at the National Meeting to be held in Washington, D. C., March 5, 6, 7, 8, 1931 at the Mayflower Hotel.

The articles published in this issue deal, directly or indirectly, with the subject of Evaluating the Season's Results. Read them with an open mind and pencil in hand so that much underlining may be done.

Stabilization, not standardization, is the present need of the camping movement. Now is the psychological time for the making of a comprehensive survey of the organized camps, by a group representing all types of camps, who will take their work as seriously as the Committee of the New York Section, which produced the report on the Place of the Organized Camp in the Field of Education, and present a plan which will prevent a recurrence of the 1930 experiences.

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SOME WAYS FOR ACHIEVING CHARACTER RESULTS IN THE SUMMER CAMP

Hedley S. Dimock, Professor of Religious Education, Y. M. C. A. College, Chicago
Co-Author of *Camping and Character*

The summer camp is in a stage of significant transition. Marked transformation in purpose, leadership personnel, program and methods are clearly evident. Conspicuous among the trends is a new concern for the character results that are potential in the camp enterprise. It has always been assumed, of course, that the camping experience was loaded with character and social outcomes. Such qualities as courage, resourcefulness, robustness, sociability and co-operation have always been considered among the precious character products of the summer camp experience. But these outcomes were by-products, incidental though inevitable. Now we know they are not inevitable but merely potential. They are best secured when the camp leadership, wholeheartedly and deliberately, seeks character objectives, and possesses sufficient knowledge, understanding and insight of character making situations and processes to secure the desired outcomes. Today an ever increasing number of camps are concentrating their attentions and resources on the achievement of these character results, the development of socially desirable and effective attitudes, ideals and habits.

This interest in the character developing function of the summer camp is obviously far from being universal. Innumerable camps, whether of the private or organization type, are primarily recreational in character. Two things should be noted, however, at this point. Some camps may seek the label of "educational" or "character building" without making any serious attempt to provide the kind of leadership and program resources which genuinely justify these labels. Moreover, even "recreational" camps cannot avoid having some influence on character either of a positive or negative character.

The statement which follows in this article will be of interest primarily to those persons who are endeavoring to discover ways, principles, methods and techniques which promise to yield the largest results in developing desirable social attitudes and conduct in boys and girls in our summer camps. It also assumes that we can learn much from psychol-

ogy, education, sociology, and mental hygiene that will assist our camps in becoming more effective in character education.

There are four points of approach or of emphasis which seem to be of compelling significance to those who are endeavoring to utilize the resources of the social and educational sciences in the summer camp. These four areas or points of emphasis may not be the most important ones, but they are suggested in a hope that they will, at least, be provocative of thought, study, research and experimentation. The four areas or points of emphasis proposed for our consideration are as follows: (1) *The Study and Guidance of Individual Campers*. The central question here is, how may we make the character growth of individual campers primary and central? (2) *Program Development*. The question here is, how may we develop and utilize the camp resources and situations (program) so that individual campers receive the fullest development possible? (3) *The Selection, Training and Supervision of Leaders*. The basic question in this area is, how may we select, equip, and supervise leaders so that campers will experience the best character growth? (4) *Appraisal of Results*. The central question is, how can we know whether desirable character growth takes place or not?

How May We Study and Guide the Growth of Individual Campers?

The center of focus in any educational enterprise should be persons. How may we, with our fifty or two hundred boys or girls, focus all of our resources in program and leadership on each individual so that his particular character needs are understood and met in the most adequate way possible? Two suggestions at least merit our consideration.

(1) *We need to have clarity and definiteness in our character aims or objectives for campers*. The analogy of a coach developing basketball ability in his players may be pertinent and suggestive here. The term "basketball ability" signifies for a coach a large number of specific skills and habits; such as passing, catching, dribbling, pivoting, jumping

and guarding. He not only seeks to develop all of these definite skills in each of his players but he also has particular, specific objectives for each player. One needs to be strengthened especially in shooting, another is weak at guarding, another needs more skill in dribbling or pivoting.

We should endeavor to approximate this definiteness and clarity in our objectives if we are to get the best results in our camps. How can we be effective in developing attitudes and conduct if we do not know precisely what specific kinds of habit and attitudes we seek? Whatever our conception of "character" is, it does involve, like basketball ability a number of specific, though interacting, abilities, attitudes and habits. The leaders, directors, and counselors of every camp would probably be making a productive investment of time in working through the specific objectives to be more or less generally sought for each individual camper. Merely for illustrative purposes we suggest that such objectives might include in addition to health and skill objective such things as these: concern for the welfare of others; emotional weaning and emancipation from parents; emotional poise and control; social insight; independence and resourcefulness in social situations; co-operativeness; the habit of foreseeing consequences as a basis of decision and conduct.

(2) *We need also to discover the particular character needs of every camper.* There are many ways to accomplish this purpose ranging from the casual interview or observation to the most thorough methods of character analysis, testing or rating. We shall enumerate a few of the most commonly employed methods and procedures in current camp practice.

Information from parents and school-teachers may be of real value in revealing the particular needs of campers. Significant information from parents may be secured through letters, interviews with them before or during camp, or information particularly elicited through a Parents' Information Form. A parent writes for example: "Sometimes Norman is very wilful, and when he makes up his mind that he won't do something you just can't make him do it." That one sentence gives us much insight to Norman's behavior—and his parents. So for nearly three

hours one day in camp Norman tried his device of stubbornness as a means of having his own way, but finally gave in. He learned that there was one place on earth at least, where his stubbornness pattern was of no avail, as a means of getting what he wanted or avoiding the unpleasant. In addition to information from parents, other social agencies such as schools and churches would gladly furnish facts about boys and girls that would enable the camps to make the most important contribution to their development.

Having drawn on all available sources of data previous to the opening of camp there still remains the various methods of observation and study which the camp itself will employ. Four different procedures or devices are now being employed by summer camps: The interview; careful observation of conduct; behavior frequency rating scales, and tests.

In a number of camps it is the practice for each counselor to interview all of the members of his group the first day or two in camp. An interview form is used to guide the counselor in securing important information concerning the boy's background, dominant interest and desires, and any other aspects of his life. A careful, alert and discriminating observation of the behavior of the camper is another avenue to a better understanding of the specific ways in which the camp may help him in his development. Campers who are quarrelsome, sulky, boasting, "limelight" lovers, unco-operative and irresponsible, or critical of others, may be readily observed and studied. Counselors should have a list of the kinds of behavior to observe and should record at least two or three times a week the results of their observations of each camper. The chief limitation of this method is that the camper who is most likely to attract the attention of the counselor may not be the one most in need of help. The camper who is disobedient, who breaks regulations, or who is very aggressive in his behavior, is the one most likely to cause the counselor concern. The shy, timid, seclusive camper for example, probably causes the counselor no trouble and therefore little concern. From the standpoint of mental hygiene, it is the latter type of behavior rather than the former which is the more important. Wickman's study, *Children's Behavior and*

Teachers' Attitudes is very revealing at this point and should be carefully studied by all camp directors who are attempting to develop wholesome social attitudes in their campers.

A third method for studying the camper is the behavior rating scale*. After a camper has been in camp a few days the counselor rates the members of his group on a number of items such as: quarreling; bragging; showing initiative and resourcefulness; acts timid and shy, etc. Specific objectives of each camper are immediately discovered on the basis of such a rating.

Some camps have employed intelligence, attitude or emotional tests as a means of locating character needs in campers, and found the Woodworth-Mathews Personal Data Sheet extremely valuable in their program of individual study and guidance.

Every camper possesses a rich opportunity for study and personal guidance. Some campers, of course, challenge us more than others because of their conspicuous needs, but the age of perfect boys and girls has not yet come. We are talking, therefore, not about the abnormal or unusual camper but of the "everyday needs of the everyday camper". There is no magic character making potency in these devices and methods. They are incidental not primary. They are useful only when camp leaders deliberately use them as helpful methods for the study and guidance of campers. Nothing can be substituted for understanding, knowledge and insight of persons and the processes and situations in which character is developing. A stethoscope in the hands of a doctor is a useful device because he has knowledge and understanding of the processes and conditions of the heart. A rating scale, test, or interview guide is useful in the hands of a counselor only if he possesses insight and understanding of human personality and the complex nature of its development. It can be used, of course, as an aid to the development of such insight and understanding.

In the transition stage during which camp leaders are improving their skill in understanding and dealing with individual campers, new resources may need to be added to the camp. A number of camps now have a personnel counselor or a personnel director

to give special leadership in this kind of work. He devotes his time largely to helping leaders in understanding and dealing with campers and in handling the personal records. His qualifications include, an elementary knowledge of mental hygiene, psychology, and sociology. He should be especially skilled in counseling and guidance. Some camps have established a consulting relationship with a specialist from Child Guidance Clinics, a psychiatrist, or a clinical psychologist who visits the camp occasionally, helping in the diagnosis of typical campers and leaving the responsibility for remedial measures with the camp. Some camp directors who conceive their chief task to be in this field of personal guidance are relating themselves to Universities, Child Guidance Clinics and Juvenile Research Institutes during the winter months, in order to get possession of some of the valuable knowledge and skill in child study which has been developed in recent years.

How May We Utilize Camp Activities and Situations for Larger Character Results?

Several pertinent problems emerge in this area which we usually term program for those camp leaders who are looking at the character returns of their camps. More important, perhaps, than we have yet realized is the matter of groupings. A tent or cabin group with its counselor is probably the most important single factor in the entire camp from the standpoint of its influence on the individual camper. The attitudes and conduct of a boy or a girl are very strongly influenced by the approval and disapprovals of his or her most intimate and dominant group. Where a group lacks morale, unity, rapport and cohesiveness, there is a greatly diminished chance for its patterns of conduct or attitudes to act as effective control of the behavior of its members. Camp directors, probably cannot pay too much attention to the securing of happy, cohesive and well-adjusted relationships within groups, approximating the "natural" grouping as closely as possible.²

The potential learnings or the character results of the various activities or situations in

* For samples of Behavior Rating Scale adapted for camp use, see Dimock and Hendry—*Camping and Character*, Association Press.

²For the importance of grouping in the educational process see: Gregg—*Group Leaders and Boy Character*, Ch. 4. Dimock and Hendry—*Camping and Character*, Chs. 3 and 13.

10-30
THE BASIS OF CHARACTER ACHIEVEMENT

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Introduction. Very slowly but very certainly the term "character" is coming to mean the total organization of the dispositions, abilities, and disabilities of a particular person in the particular situations in which that person lives.

Negatively described, character is not some vague something which some persons have and other persons do not have. Neither is character some trait nor some mosaic of traits that a person may acquire or lose.

Positively described, a person's character is that unique ability and disposition of a particular person to act in characteristic ways or manners in particular situations.

Every person, by virtue of being a person, both *is* and *has* a character. This unique fact about persons is one of the sources of the current confusion concerning character. This bipolar characteristic of persons is variously expressed. James expressed it by the personal pronouns "I" and "me" or "mine." Dewey suggests "beings" and "havings." Alexander uses "ings" and "eds." The unique concrete exhibit of this duality is *Control*. The supreme example being self-control. *Control* implies controlling controlled plus an organismal correlation of these two factors.

This dual or bipolar characteristic of character is due to the nature of personality, which is often confused with character. The total organization at any particular stage of development *is* the character but in it *is* an "I", first person singular number nominative case. There is also a "me" and "mine" over which the I may exercise more or less direction and control, so that character at any particular time or under any particular situation is in part a personal achievement. Personality is character plus the potentials yet undeveloped along with the personal relationship in the various institutions of which the person is a co-operating member. The six year old at sixteen years of age is the same person, has the same name, same racial and institutional relationships, but *is* and *has* a different character.

Those who do not understand or who object to these distinctions may make any distinctions they like or may make no dis-

tinctions, but these facts must be frankly faced, and the test is the pragmatic one of understanding and appreciating character and personality in such ways as favor intelligent action and efficient achievement. Such achievement is only possible by treating both character and personality as unique, concrete realities.

The achievement of character by means of intelligent direction and control of conduct, personal and institutional, depends of course upon the analysis and synthesis of controllable factors *in* and *by* personality.

Long ago William James pointed out that the structure of personality is *hierarchical*. This difficult term "hierarchy" is ecclesiastical in origin and meaning and I for one am more than willing that the term shall mean something sacred, not in any esoteric or supernatural sense but in the sense that personality is so unique and so important that it deserves profound respect even to reverence. This ecclesiastical meaning of the term hierarchy tends in some quarters to prejudice its use. It is the principle of "cumulative continuity", to use Dewey's terms, that is important. Each event of life and each stage of development depend upon the antecedent ones but also have their own distinctive characteristics.

1. A number of different "hierarchies" are used in analyzing character and personality. The most common ones being (1) Biology, (2) Psychology, and (3) Sociology. Upon the biological structure and functionings of a person are superimposed the psychic structure and functionings, and upon these are superimposed the social structure and functioning of the person and institutions. Because of this view there is a prevalent error in thinking and writing about the relations between persons and institutions. Ask any average group of persons which comes "first", persons or institutions, and the group are more than likely to vote unanimously in favor of the proposition that the person comes "first." A moment's reflection reveals the fallacy of this view. The institutions precede the persons. The family exists before the child, the state before the citizen. The church and school exist before the persons of their

membership. This fact of the precedence of the institution is one of the primary facts in considering the basis of character achievement.

The historic institutions—family, industry, church, state and school are hierarchical in their relationship. There are persons among us that would place each one of these as dominant and the rest subordinate. That is another source of confusion both in theory and practice. Great and important insight into the reciprocal functions of these institutions may be achieved by placing each of these institutions in turn as dominant and each of the rest in turn as subordinate. Space limits make it impossible to do that here. Suffice it to say that in the United States the State is dominant and may prescribe laws and procedures for each of the others. One reason for this is the fact that the state includes all citizens in "equal" terms. One of the bases of character achievement in the United States is good citizenship, defining citizenship as "reciprocal obligation of protection and allegiance."

Each of these sciences, if psychology and sociology can be termed sciences, has their own distinctive assumptions and hypotheses, and each is developing its own distinctive techniques and technologies but the best treatments of character recognize the phenomena in an hierarchical relation.

2. A more useful hierarchy is found in considering serially the (1) physical, (2) mental, (3) moral, (4) spiritual, and (5) religious aspect of human life. If we employ the Brooks' formula of life—"response to the Order of Nature," then the (1) physical aspect is the response of the body to the physical world—breathing, eating, and so on; (2) mental aspect—"response" of the mind to the logical order—space-time - causal order; (3) moral aspect the "response" of a person to the social order; (4) the spiritual aspect as the response of the will to one's ideal Order and the religious aspect as the total response of the person to the totality of reality.

On the basis of this analysis we have the total program of society.

Human Life in Four Dimensions

1. "Length of Days"—Life span—birth through developmental periods to death.

2. Breadth—range of essential human interests.

a. Objective

(1) Physical life—bodily response to physical world.

(2) Mental life—mind response to logical order—space, time, cause.

(3) Moral life—personal response as choosing agent to social order.

b. Subjective

(4) Spiritual life—response of the will to an ideal order.

c. Total

(5) Religious life—total response to total reality.

3. Depth—Hierarchical responses upon each of these five aspects.

<i>Routine</i>	<i>New or Novel</i>	<i>"Attitudes"</i>
Impulses	Information	"Apprehension"
Imitation	Knowledge	Interest
Habits	Understanding	Appreciation
Skills	Insight	"Good Taste"
Expert	Wisdom	Sentiments (Ideals)

4. Fourth Dimension—the integration of these factors into personality in each of the five institutions. (1) Family. (2) Industry. (3) Church. (4) State. (5) School.

Total Institutional (Social) Program

<i>Aspects</i>	<i>Promote Development</i>	<i>Prevent Contagion and Degeneration</i>	<i>Cure Curable</i>	<i>Care for Uncured and Incurable</i>
Physical	Health	Disease		
Mental	Intelligence	Superstition		
Moral	Morality	Vice and Crime		
Spiritual	Spirituality	Bestiality		
	Ideality	Materialism		
Religious	Righteousness	Sin		

A still more useful hierarchy is that of responses. In this case seven hierarchial responses must be distinguished for purposes of direction and control. They are (1) tropic, (2) impulsive, (3) imitative, (4) habitual, (5) voluntary, (6) moral, and (7) religious. Each of these has their own distinctive characteristics. The general for-

mula for considering each is—(1) Agent, (2) Situation, and (3) Distinctive response.

With the possible exception of the tropic responses these different forms are more or less abstractions. They never occur in isolation from overlappings with one another but even so they are very important for purposes of direction and control. The tropic response is the total response of the organism to such cosmic forces as gravity, air and light, pressure and other natural forces that determine the organic resonance at a particular time. We can do very little to control the "cosmic weather" so that these tropic responses are quite determined, but they can and should be taken into account in interpreting conduct.

The *impulsive* responses are the primary and most important aspects of conduct. Some would use the term "instincts" for these primary reactions but it is an inappropriate and misleading term. These impulsive responses are of course primarily determined by the structure of the reacting organism at the time of the act. They are more or less explosive and have an "all-overishness" or totality to them but they can be modified and these two characteristics are what make them so fundamental.

There is no space here to treat their transformations. Suffice it to say that (1) pleasurable or painful accompaniments be attached to an impulsive act. This is the ground for rewards and punishments. (2) Particular impulsive responses may be inhibited or delayed by "detaching" stimuli. (3) The third form of modification or transformation is known as sublimation. It is most important because the ground of social control. This sublimation goes on because of social relationship. Responses may be referred to one's self or to other persons. We may be afraid of another. We may be afraid for them. We may receive or may give respect or affection. These sublimations are framework for institutional life and have very great moral and religious significance.

(3) Imitation is primarily impulsive but the form of the response involves the copy. (4) Habitual responses were originally voluntary but became habitual by repetition or by mechanization. They are similar to impulsive acts in that the form of the response is due to reaction pattern.

The four forms are more or less autonomic or *quasi* automatic. Consciousness of them comes after as a result of the act. The voluntary, moral and religious responses are personal and follow conscious reflective processes.

The voluntary response is that form of act stimulated and directed by an idea. The normal form requires both the idea of an end as well as ideas of means.

The moral response is the voluntary form where alternatives present enough of a problem to inhibit the operation of the ideas long enough to raise the problems of value and require choice of end as a means of initiating the specific act. Moral standards or moral codes are ready made instruments for aiding decisions or choices. The religious response is the totality of personality endeavoring to respond or adopt the personality to the totality of reality. Here also religious doctrines or creeds are instruments of efficiency where religious issues arise.

The basis of character achievement then in each person is the structure and functions of personality existent in that person. It is necessarily different for different persons and different for each person at the different stages of development. It is very encouraging that the greatest and best modern thinkers find it possible to assent that every normal child is normal by virtue of the fact it is potentially capable of achieving character suitable to personal and institutional survival. It is further encouraging that these same thinkers assert that less than two percent of children are so abnormal as to be incapable of personal achievement under favorable conditions.

These facts are not only encouraging but challenging and also thrust enormous responsibilities upon parents, teachers and all those in any way responsible for the conditions under which children develop. We must admit with Paul that it is certain that "offenses will come" but woe to those through whom they come. If nature provides over 98% of children with the native endowment to achieve enough character to succeed as persons, then the supreme problem in education is to so order the activities of children that they know how to succeed as persons in each and every essential per-

sonal endeavor. There is of course the subsidiary problem of helping children to recover from failure. That is another problem and a problem that exhibits the worst failure of modern civilization. Our methods of

punishment, our penal institutions, are one of the worst blots upon our boasted civilization, and until we reform our attempts at reformation of wrong doers we can hardly claim to be civilized.

"DISCOVERING CAMPERS' INTERESTS"

BOYD I. WALKER, Camp Missokone

Bernard Mason in his recent book on camping makes a very discriminating observation when he points out that the camp director and the campers' objectives are often quite different and many times quite far apart. What camp director at times has not had difficulty in interesting certain boys in various phases of the camp program? Was this the child's fault or that of the camp director and his associates through lack of understanding the individual camper and his interests? What about the boy or girl who spends a summer in camp and has no interests that are compelling enough to create a desire to return to camp for another season, or compelling enough to eagerly anticipate pursuing them during the long leisure hours of the nine or ten months spent in the city? Was this condition brought about by lack of interest in camp before he became a camper or was it because camp did not measure up to his expectations? Undoubtedly more often the latter is true. Boys and girls come to camp, unless their parents send them in order to be rid of them for the summer, because they are seeking a new experience which appears very inviting and challenging.

Perhaps one of the main reasons they do not find camping satisfying and interesting is because the counselors and special activities or project directors haven't enough skill as teachers or performers to actually catch the interest of the boys or girls or to hold and expand this interest after having once caught it. Included among the skills necessary for successful and contagious teachership is an ever present and growing enthusiasm in the particular project or activity taught. This kind of enthusiasm is the product of a vital interest in and a growing knowledge of the subject on the part of the counselor or director as teacher and leader.

It is an old axiom "That anything worth doing is worth doing well." Probably more

campers lose interest in a particular activity because it is not done well than for any other single reason. Do not campers enjoy doing those things that require a considerable degree of skill? Furthermore, do they not enjoy doing those things that have a degree of permanence about them? What camper does not thrill at the thought of doing something for the camp that will be more or less lasting and therefore will perpetuate his or her memory among fellow campers? This may be in the form of physical equipment, and most generally is; or even in the sphere of the "camp ways" or what is more commonly spoken of as "the camp spirit."



Lack of confidence is often at the bottom of the lack of interest. The finished product or skill seems too difficult to attain. How often we fail in the building up of confidence in the campers' ability to acquire the desired skills. We do not know how to make the various steps in the acquiring of a given skill understandable enough to be within the grasp of the average camper. This, of course, is due to our faulty teaching techniques. This is no more true today, however, among the better camp directors and counselors than among any other group of teachers or leaders.

Now let us consider some of the ways that are being used more or less successfully in discovering and enlarging the interests

of campers. Of course there are others that cannot be mentioned in the space of this article.

First of all, we would mention the interview of the camp director and the prospective camper before the application is accepted. The purposeful camp director wants to know whether the prospect has the kinds of interest that will make him or her a happy camper. Also, in the interview with the parents of the prospective camper, the director will want to know what the objectives of the parents are and how closely they coincide with those of the child. Surely, the day is past when camp directors generally will accept applications of campers that want a type of camping experience or have interests that his or her particular camp cannot give or satisfy.

There are also the personal interviews with counselors and special activities directors after the arrival in camp of the boys or girls. These interviews may be for the specific purpose of finding the campers' interests or they may be a part of an interview in which more general information is sought—such as in a general background information sheet; answers to such questions as Why did you come to camp? Were you in camp last year? What appealed to you most? are often revealing.

General assemblies during the first day in camp where information is presented as to the leadership and resources available is another excellent device for discovering, arousing and enlisting the interest of campers. These assemblies can be followed with discussions between interested campers and the directors or counselors handling each of the various activities or projects.

Interest sheets may also be used. On these sheets there might well be space for suggested interests as well as those that had been offered in the past or those already contemplated. Some directors might even question whether we should suggest any interests but rather let all of the suggestions come from the campers. Obviously, the method of suggestion is the important consideration.

Still another effective means is tent or lodge discussions about the middle of the season and near its close as to "What do you like best in camp? What do you like least?

and What changes would you make if you were the camp director?" Such discussions furnish most fruitful program material. Written running accounts of such discussions should be kept by each counselor and turned over to the camp director after thorough discussion in the counselors' and directors' meetings.

Another way of discovering a camper's interests is by knowing the campers with whom he pals. Their interests are likely to be more or less in common. Furthermore, this is one of the most effective means of enlarging a camper's interests, or creating entirely new ones. Every camp director has seen this thing take place—a director, a counselor and two or three boys become interested in building an aquarium in camp, either as an additional piece of equipment or in order to further their study of fish and reptile life in the region. Others become interested through their friends' or pals' interest, until the whole camp is interested and takes pride in the achievement and ownership of what was in the beginning the interest of a very few of the camp family.

The more skillful the piece of work and the more permanent it promises to be, the wider the interest and the greater the pride in its possession.

No doubt a study of the vocational tendencies and aptitudes is a fruitful lead to a camper's interests, especially older boys and girls. The more progressive public schools have found that uninterested, backward and poorly adjusted pupils are caught up in a curriculum that meets their vocational urges, and that they become immensely interested and well-adjusted in a surprisingly short time.

Special consideration should be given to the hobby interests of the camper. Membership in clubs of one sort or another are also good indicators of interests.

In this connection, one is faced with the question of "How can we assist a camper to develop a well-balanced personality with a wholesome range of interests?" There is a danger that campers will be satisfied to limit their interests to too narrow a field of human endeavor and relationships unless skillful counselors and directors constantly open up new horizons before them. Camp directors, themselves, are often guilty of rid-

ing a hobby and seeing life only in segments. Campers soon become "fed up on camp" under such leadership.

Our biggest job, therefore, is to keep close to the camper, to enlarge the scope and domain of his more or less permanent interests and to constantly be on the alert to

stimulate his attention in new interests whenever he seems to be growing lop-sided or not at all. As we achieve these results, there will be no question about the future of any camp or of camping as an ever enlarging and worthwhile human enterprise.

"AMERICAN INDIANS AS COUNSELORS IN SUMMER CAMPS"

By REV. WM. BREWSTER HUMPHREY, M.A.
Executive Secretary, "American Indian League"

Late this Spring, The American Indian League, organized in 1910, whose object is the preservation of the old Indian arts and crafts, their legends and songs, for the enrichment of our American culture, was asked by a number of Camp Directors to provide Indian College Students as "Indian Camp Counselors" for the Summer Camps.

We turned to Bacone College, Bacone, Muskogee, Oklahoma, the only college for Indians in the country, where the League has maintained nine annual scholarships. This thoroughly Christian institution of the highest standards, founded in 1889, has at present an accredited Junior College course. Its graduates are prepared to enter the Junior Class of the best colleges in the country. Their students are the picked full blood and partially white young people of 12 States and of 27 Indian Tribes.

From this Junior College we were able to secure 3 young men and 2 young women. They came on with little or no time to prepare for their camp duties, yet so successful has the experiment proved and so great is the demand for their services that this Fall Bacone will institute a special class for preparing some of their students for Camp Counselors next Summer. The Directors of the camps in which they were placed are most warm in their praise of their work and want them or other Indians again next year.

Counselor Felix White (Chief Black Wolf), of the Winnebago Tribe constructed, with the aid of the campers, and decorated a 16 foot Indian tipi as a permanent improvement to Camp Kokosing in Vermont. He is a big college athlete and leader of the Bacone Glee Club which made a big hit in its June tour through the Middle West.

FELIX WHITE



Director Wm. Rothenberg writes: "Felix White proved to be a decided asset to Kokosing. He won the deep respect of campers and counselors alike. His Indian legends fascinated the boys around the camp fire and inspired them. He became the most commanding leader of our camp songs. Quite a number of the boys did very fine bead work under his direction. His talent for painting stands revealed in the splendid paintings on our tipi made by him and the boys. Men like Felix White have a definite place in boys' camps. They have a genuine and unique contribution to bring."

Counselor Charles Frye, a Cherokee Indian, son of Senator Frye of Oklahoma, supervised the decorating of five totem poles at Camp Delawaxen in Pennsylvania. The Director "Tarzan" ranked him as one of the 6 best counselors of his group of 30 counselors. This last year Charles Frye and his collegians won for Bacone the oratorical cup from 8 other Oklahoma Junior Colleges,

all white. This Fall he has entered the Junior Class of Redlands University, California.

Counselor George Reifel, a full blood Sioux Indian, did not have the opportunity at Camp Ma-Ho-Ge to display his rare skill as an artist and narrator of old Indian tales, due to limited equipment and time. However, in spite of these handicaps, the Head Counselor writes that "he was a very capable young man and well liked by the campers and his fellow counselors, and that if placed next year in a larger camp where he could have some equipment to work with and some co-operation from the directors in the line of giving him a place to work and groups of boys to teach what he has proved to me he is capable of teaching, he would make a very good counselor."



IRMA FOLSOM

Counselor Irma Folsom, a Choctaw Indian, at present a Senior at Elmira College, N. Y., a public speaker and debator of considerable ability, directed the girls at the Y.W.C.A. Camp Sloan in Connecticut, in the construction of a tipi, moccasins, bead work and war shield and thrilled the girls with her Indian legends and songs. Her Director, Miss Eleanor R. Blackburn, writes, "She is bright and has an attractive personality, sings and speaks well and was a good tent counselor." She will be in the East for the next four years preparing for the Christian ministry.

Counselor Sarah McElhaney, a Cherokee Indian, after a short training course at the Girl Scout Pine Tree Camp on Cape Cod where Miss Ruth H. Stevens, the Director,



SARAH MCELHANEY (3rd from left)

said, "Everybody liked 'Happy Girl', made a very splendid record as a counselor and Indian craft teacher at Camp Rose Martin of the Newark, N. J. Presbyterian Church. Here she was very much loved by the whole camp and given a special party when she left."

Director Raymond I. Jacoby writes:—"Sarah McElhaney has a very sweet disposition and the girls were very fond of her. She taught them to make archery sets and target, to make moccasins, to make beaded bracelets and leather pocketbooks, etc. I think it is of great value to have a person of another race in camp because it helps the campers to fully appreciate that folks of other races can be just as refined and intelligent and capable as theirs. I think a great many girls learned to respect the Indians much more than ever before because of their first hand contacts with Miss McElhaney. We are hoping to follow the same plan next year".

The training and selection of these "Indian Camp Counselors" for their respective camps is under the direction of Princess Ataloo, (Little Song), B.A. Redlands University and California University, M.A. Columbia and Union Theological Seminary, N. Y. City, Professor of English and Philosophy at Bacone College. She is of Chickasaw Indian extraction and is the foremost woman of her race. For years she has enthralled thousands by her wonderful contralto voice and plea for higher education for her people, in Indian concert programs and before large conventions from the Pacific to the Atlantic Coast. When asked what the Summer Camp experience would mean to her Indian students at Bacone College, she wrote as follows:—

"Summer Camps can be of threefold value to the young Indian Counselor:

"First, the responsibilities of his camp duties develop initiative and resourcefulness as well as his special talents.

"Second, the contacts with those of another race who have had different home and educational advantages, mean enrichment in ideas and friendships which lead to breaking down race prejudices.

"Last, it helps the Indian to an evaluation and appreciation of his own racial heritage, his legendary lore and songs, his arts, crafts, religion, etc. In this way the inferiority complex which has resulted from the poor reservation schools is changed if not lost.

"All the benefits of his camp experience, however, are conditioned by whether he is treated as a curiosity, sensation, or 'movie' Indian, or, just a normal individual with the same faults and aspirations as others in camp. Adulation and sentimental praise can easily 'spoil' a perfectly good Indian just as it may anyone who doesn't know how to weigh truth against insincerity."

(Signed) Ataloa.

The fear of encountering the maudlin sentimentality about Indians, spoken of by Princess Ataloa, kept quite a number of the self respecting Indian students from offering their services to the camps this summer. I am very happy to say that in every case this summer, the directors, counselors, and campers treated them in a perfectly normal way just as they did the other counselors, and each of them is very enthusiastic over the treatment they received in the camps and



CHARLES FRYE (center) and group

are anxious to return to the camps next year. They were made to feel that outside of their regular counselor duties, they had a special message and mission to perform in enlightening the camps as to the true character, culture and crafts of their ancestors, "The First Americans." Every one of them felt elevated and enriched by their experience at camp.

The movement to place Indian college students in the Summer Camps as counselors has the hearty endorsement of Prof. Elbert K. Fretwell of Teachers College, Columbia University and of the Heads of the Camp Departments of the National Y. M. C. A., Y. W. C. A., Boy Scouts, Girl Scouts and Campfire Girls, as well as a large number of Directors of Private Camps. They all say:—the employment of these Indian college students in the Summer Camps will prove a distinct and unique element in the Life of the Camp.

WHAT ENTITLES A SUMMER CAMP TO A PLACE IN "THE PROGRESSIVE EDUCATION MOVEMENT"

Report of the Washington Conference of the P. E. A.

The Executive Committee of the C. D. A. has felt for some time that there should be more evident co-operation between our association and the Progressive Education Association. As a result of negotiations with J. Milnor Dorey, Executive Secretary of the P. E. A., there was an exchange of speakers at the recent conventions of the two associations.

At our Chicago Convention of the C. D. A., Perry Smith, Director of the Progressive Country Day School in Winnetka, Ill., brought a message from the P. E. A. Mr.

Smith urged greater exchange of ideas between the schools and camps in order that a clear understanding of aims, ideals and processes would be possible. Mr. Smith also talked on the questionable advantage of certain systems of awards and honors.

At the convention of the P. E. A., held in Washington, D. C., April 3-5, Ralph Hill of Camp Bob-White carried a message from the C. D. A. and led a group discussion. Dr. Laura Garrett, Camp Housatonic, and Miss Agathe Deming of Escondido, were

most able aides to Mr. Hill. A report of the group discussion was later presented to the entire assemblage of a thousand men and women who are participating in establishing a newer and more common sense approach to the interesting task of educating our American youth.

Under the general heading, "What Entitles a Summer Camp to a Place in 'The Progressive Education Movement'?", the following questions were suggested for the Discussion Group conducted by the Camp Directors Association at the Progressive Education Association Conference.

What are the chief values to be gained from camp?

Should the *Camp* have about the same objectives as the *School*, or should they be quite different, in order to supplement the *School*?

Should the *Camp* aim at better social adjustment, fuller emotional integration, and physical health for the present; or at knowledge, skills and attitudes that will have future utility?

CURRICULUM:

What should the curriculum of Camps be?

What principles should determine the selection of activities?

What should be the relation between the camp setting and its program?

Should the *School* impose upon the *Camp* any of its own curriculum?

What skills, knowledge and attitudes should a child get in *Camp*? Why?

METHOD:

What should be the methods of learning in *Camp*?

How much drill, direct instruction and trial and error? (For instance, how learn to go on an over-night hike with comfort?)

INCENTIVES:

How should *Camp* activities be motivated?

How should accomplishment be recognized?

How should competition be regulated?

What standards of excellence should be applied to campers' projects? (For instance, should a camper cook bacon to satisfy himself, his counselor, or a formulated standard?)

Members of the Group were urged to formulate and discuss other questions vital to "camping," and to the relationship between *Camp* and *School*.

The report at the Washington Conference of the Progressive Education Association, given by Ralph C. Hill as Representative of the Camp Directors Association, was as follows:

The C. D. A., an organization of about five hundred Directors of Summer Camps for children, sent a committee to your conference to enlist your co-operation in the solution of our problems.

We brought to a discussion group on Thursday and Friday a mimeographed list of questions. I shall mention several that were discussed in these brief hours.

What are the qualifications of a *Camp Counselor*? We concluded they were those of a teacher plus the capacity for more intimate comradeship, and deep satisfaction in woods and streams.

What knowledge and skills should be taught in *Camp*? Only those that are required for the largest satisfaction in the day-to-day life of the campers.

Will the children in a good *Camp* occasionally protest against regulations, resist authority, and slyly break rules? If so, why, and how? That is, to develop a rugged, independent personality must a child occasionally refuse to conform? No consensus of opinion was reached.

What are the main objectives of *Camp*? How different from those of the *School*? In the main, the objects should be the same: to release the child, help him find zest in living, improve his social relationships, etc. In short, to foster that wholesome, all-round growth which we call, education. Unlike the *School*, it is not concerned with college requirements. It should foster a love of the open. *School* aims partly at the future—*Camp* at a full, rich present.

How does the educational opportunity of the *Camp* compare with that of the *School*? Last summer two million children went to *Camp*. They spent as many hours in *Camp* in two months as they spend in the *School* in eight months. They lived in the sunlight beside lakes and streams. In the main, health and happiness were the sole requirements imposed from the outside. There was one

leader for every five or six children. Comradeship of old and young was more intimate and consecutive than in School. Life was more simple and unified than when children had to adjust in the same day to the School, the street, the home. Experience was real. At School one makes cake or jelly to learn the process. On the over-night trip he makes flapjacks to satisfy an insistent craving. Unlike School, questions are asked by the novice and answered by the leader. The School struggles against rigid patterns fixed by past generations whose folk ways differed from ours. The Camp is free from traditions and can consider only the needs of the children.

How has the Camp met its opportunity? Started twenty-five years ago when men who loved the woods took a few children with them into Camp, it later passed into the hands of teachers and doctors, became larger and developed routine procedure borrowed from that well known children's institution, the School.

A not unusual Camp program is like this. From ten to eleven a group identifies trees. From eleven to twelve they work in the shop. From three to four they learn to swim, four to five play volley ball. Do the children choose these things? No, they are in the curriculum. Do they object? Not much. Half are on the red team and half on the blue. Each camper gets points for each accomplishment. These added up make the team score. Medals, cups and pep talks intensify the competitive spirit. Each group that climbs a mountain tries to break the time record.

Why are the children not left free from schedules and compelling, artificial incentives, to work out their own projects? Largely because the Camp Directors know but one educational plan—that of the traditional School with its rigid organization and competitive athletics.

Camps are growing larger, they are falling more into the hands of business men, cities and states. This means more complete and rigid organization. These patterns will soon solidify and become traditional.

The Progressive Education Association struggles, in the Schools, against college demands, the fear of parents lest their children miss essentials, mass methods, lack of funds, divided aims, political influence. The Camp offers a virgin field for a triumphant demonstration of true education. Convince the Camp Directors and show them how and the field is yours.

Why has your Association utterly neglected the Camp? Why have you waited these many years to allot the first five minutes at a general meeting to a consideration of the Camp? Why do we remain one of the undiscovered phases of Progressive Education, to take a phrase from one of yesterday's speakers? How have you failed to note the progressive movement in this summer education, the normal school courses in Camping, the Ph.D.'s granted for Camp studies?

Will you survey the field? If it is important, let it in to your five-year plan. Capture the whole field of summer education in the next five years. Send a strong committee to study the Camp this Summer. We will welcome you, provide entertainment and meet travelling expenses.

Formulate our problems, criticize our methods, release us from formalism, over-organization, fixed curriculum, compulsive competition. Make our Camps laboratories for training teachers and for convincing parents. Create and use this opportunity to observe children while they are doing what they wish to in as nearly an ideal environment as we can create.

We have tried to suggest the need and the opportunity. What message shall we take from you to the C. D. A.?

CAMP PROGRAMMING

By A. H. WYMAN

Park and Playground Association, St. Louis, Mo.

Rather than outlining any particular camp program, the following presentation will briefly deal with the educational opportunities in camping.

The Summer Camp is gradually undergoing a decided change from a purely recreational agency to one of educational opportunity. Practically all camp directors have

taken for granted that camping experiences have developed leadership and character.

The modern shift to high standards in educational procedure applies to camp personnel, program and methods. In order that we may appraise or analyze our own needs and improve our program and methods, the following subdivisions will be made for comparison and study:

1. *Contrast between School and Camp.*

Dr. Wm. H. Kilpatrick states that the ordinary school is highly traditional and often forgetful of its educational purpose. The camp is a new venture and willing, at least, to make a fresh attack upon the problem of education. He further compares the two institutions, as follows:

School

Deals only indirectly with life.

Learning about it from what others say.

To pass examinations, college entrance, etc., usually only aim of pupil.

Real education problem seldom gets serious attention.

Parents suspicious when school differs from what they knew in their youth.

Use of medals, badges and buttons as incentive and sign of learning.

Camps

Place where life is in actual process.

Little institutionalism.

Free from traditional outlook of society in general.

Parents' only demand—to make children happy.

For further continuous enrichment of living.

Camp can be built exactly on this conception of education.

Creative experience is sought and stressed.

Kilpatrick further compares School and Camps, as follows:

"Adequate wisdom never comes quickly. Much experience of many people must be well digested before we shall know how best to manage the varied aspects of camp life. A further and more abiding weakness in the camp is that it is intentionally removed from ordinary life. Its experience, therefore, con-

tains gaps. It runs only in the summer—discontinuity as regards life as a whole—it includes only one type of person. Wonderful opportunity to show both school and home how education may be conducted on the demands of education in life."

2. *Behavior Problems.*

Possibly the best way of determining the behavior problems would be to appraise the results you have had from years of experience in dealing with boys and girls in camp. At some future meeting of this group, the changes noted in your boys and girls should be discussed and the results analyzed. It might seem like putting the cart before the horse to discuss behavior problems before having systematically tabulated what these problems are and what effect camping has on the child. It is, however, impossible at this time to enumerate the changes of typical problem cases.

Analysis of Probable Learnings in Camp

When and where not to criticize, to praise, to sacrifice personal wishes, to be loyal (to group, camp, to ideals) to co-operate, to be sympathetic, to persist, to be courteous, to take responsibility, to be selfish, to obey, to be aggressive. Learns to be honest or dishonest, courageous or cowardly, resourceful or non-resourceful, to control or not to control self (often good outlet) decisive or indecisive, respectful or disrespectful.

3. *Programming for Play.*

The first step in programming Recreation Activities is to decide what types of activities are to be used.

The second step is the division of time devoted to each activity, taking into consideration the age of the participants and the number of children involved.

Kinds of Activities

1. Recreation Music
2. Dramatics
3. Games
4. Aquatics

1. Recreation Music. There are many forms of Recreation Music which gives a great opportunity for participation. Listed as follows: A musical story; music memory contest; camp orchestra; minstrel shows; cornstalk fiddles and willow whistles; harmonicas; musical novelties; choruses; ukeleles and toy symphonies.

2. Dramatics. Drama is desirable as a means of creative expression. Classified as follows: One act plays; story dramatization; festivals and pageants; shadow plays; tableaux; Indian and Greek ceremonials.

Most of these activities should take place at a location designated as the Camp Theatre. While the Council Ring activities may be classified as a form of dramatics, they should be separate and apart from the Camp Theatre. The Council Ring is picturesque and symbolical of camp life. It is one feature of camping that is participated in by the entire camp.

3. Games. Games should be adapted to all degrees of ability, ages and sexes. All games can be classified in groups. A few classifications are as follows:

- Running and Hiding Games
- Pulling and Pushing Games
- Jumping Games
- Ball and near Ball Games
- Fighting Games
- Quiet Games
- Nature Games
- Educational Games
- Progressive Games
- Mock Athletic Meets
- Relay Races
- Gymnastic Tricks
- Guessing Games
- Circus

In nearly all games of low organization the necessary equipment can be constructed in camp. Desirable to encourage home-made games. In games of high organization where skills play an important part and competi-

tion has been encouraged, definitely marked areas should be set aside. These areas should be standard in size and kept in first-class condition.

4. Aquatics. Water sports, such as boating, swimming and diving should be made safe and sane and always under supervision.

No camp director or person responsible for the activities program in camp should leave for camp until every type of activity is carefully thought out, equipment checked, musical numbers listed, dramatic skits and ceremonials outlined, dimension of play areas enumerated and quiet, educational nature and athletic games listed and put down in black and white for future reference. Digging this material out of a book twenty minutes before you need it is poor procedure. If all programming is planned for in advance, every activity anticipated and carefully outlined and rehearsed, long before camp opens, you will experience a delightful and smooth-running recreation program.

I am not inferring that every day and each hour of the day should be necessarily planned for. Free play periods are just as desirable as organized periods for activities. If activities, especially in games of higher organization, are not carefully thought out as to age and ability of performance in physical skills, many of your younger children become discouraged and lose interest. Camping for them soon loses its thrills. Insist that your programs are planned and tried out long before camp is opened. "Be Prepared" is still considered a good motto.

NATURE GUIDE SCHOOL A SUCCESS

By WM. G. VINAL

The third and largest session has just closed, having an attendance of 62 students and a practice group of 32 children. This has been the most successful year in every way and will be remembered as the summer that the following steps were made:

1. The first complete family registered for courses, Mr. and Mrs. Sterling Wilson, and daughter June. Mr. Wilson, at the close of the school August 1st, became resident Nature Guide at Sand Run Reservation, for the Akron Metropolitan Park Board. Mr. Wilson teaches mechanical drawing at the Wilson Junior High, Cleveland.

2. The first mother who was not a teacher, Mrs. Grace Evans, registered with her three daughters. Mrs. Evans is anxious to have her daughters obtain the advantages of camping and scouting. As she puts it, she wants to grow up with her girls. At the close of the school she and her oldest daughter took charge of the nature activities at Hiram House Camp.

3. The first men "dared to come" to Nature Guide School. Two of them were University graduates with A.M. degrees and were teachers of biology in high school. They wanted to get the informal, camp approach.

One is in touch with Camp Highlands for the coming summer.

4. Our first graduation, with seven graduates. Six of the group are certified as capable of nature guiding in camp. Miss Verna Lewis, directly after graduating, went as Nature Counselor to Camp Arcadio, Casco, Maine. Miss Lewis teaches Nature Study at the Utica Country Day School. Before obtaining the Nature Guide Certificate they must direct children in camp successfully. Six of the graduates are special nature teachers in schools. Five have attended nature school three summers and the other two have been in attendance for two summers. All have completed 18 hours of biology, and have had at least one course in field geography.

5. Seven states besides Ohio were represented in the student body. The school has spread out geographically and included Texas, Iowa, Pennsylvania, Minnesota, Indiana, Michigan, and Virginia.

6. Counselors in training had extensive training and practice in neighboring camps. This year the practice work not only included settlement house camps but a camp for cripples, a camp for diabetics, and a County Y. W. C. A. Camp. At the end of the season students took charge of nature activities in the Medina County Camp, and the diabetic camp. Miss Ruth Creighton, a student at Akron

University, instead of returning to Nature School for her third year, preferred to try herself out as a nature leader, and went to Camp Kehonka with Miss Mattoon.

7. The students attending nature school are representing wider interests. Last summer there was a supervisor, a principal, a member of an Audubon Club, a physical education teacher, and parents, as well as teachers.

8. Eight of the students had already received degrees from college and were taking the courses because they wanted them and not for credit for a degree. Ohio State, Oberlin, and the University of Illinois were among those whose graduates registered. This should not be construed that those who took the courses for credit toward a bachelor degree did not want them.

9. The work at Nature Guide School was not only accepted for credit at Western Reserve University but also by other institutions, such as Drake University at Des Moines, and Detroit Teachers College.

By way of summary let me add that this report is not only significant in the training of nature leaders but that it is tangible evidence of the recognition of the world at large of the necessity of training for camp leadership. Camp education is something distinct. Much of it can be adopted by the schools.

SIGNIFICANCE OF ART IN A BOYS' CAMP

By F. A. STANLEY

New Haven, Conn., State Boys' Secretary, Y. M. C. A.'s Conn. Director of Camp Hazen.

A unique idea in giving Art a significant place in a boys' camp is being demonstrated at Camp Hazen, the State Y. M. C. A. Camp in Chester, Connecticut. Mrs. deLoria Norman, prominent ituncinator and mural painter of Lyme, has made a contribution of her time and talents in order that boys may come to understand the meaning of art through living with it. The camp dining hall, once plain and ugly in contrast with the beauty of the out-of-doors is now a riot of color with Indian symbols, pictures and designs not only full of action, but full of meaning, that will help boys in living up to their highest.

There is nothing "sugary" about Mrs. Norman's art. It appeals to boy imagination and boy ideals through a series of pictures over the long windows of the hall, each rep-

resenting some phase of life or ideal of character the camp tries to develop in its boys. In one panel is a rising sun with decorative planes suggesting the reading out into life of that which is highest in a boy—God. In another is a treasure ship in full sail, useless out at sea, but bringing in a fullness of success as it comes to land and shares its riches with others. In a third is an Indian bowed in reverence before a thunder storm. In a fourth is an archer letting his arrow fly straight to the bull's eye. In a fifth is a boy running a race over a long strip of country. He is running a race alone with no spectators, no competitors, and as he breaks the tape at the end, his arms thrown up and a light on his face, the picture represents the joy of achievement. Other panels depict ambition, courage, energy, romance, adventure

and fellowship. Between the windows the old wooden posts have been made suggestive of totem poles headed with an eagle signifying strength, or an owl signifying wisdom. College banners which were formerly tacked along the wall now hang vertically from the rafters giving the whole an impression of a medieval hall.

The unfinished panel at the end is perhaps the most significant and interesting of them all. It is representative of world brotherhood, the common basis of all religions and without which all the other pictures would be selfish and meaningless. A decorative portrayal of the globe surrounded by a sea of mystery is illuminated by a large sun in the center of which is a key. Those who look closely at this key discover that it is formed by the letters in the word LOVE. The L forms the shaft, the E the base, while the V is contained in the ring or circle at the top of the key. In other words, when the deeper meaning of this key is understood and put to the test it is found to be soul of God and unlocks the heart of man in a world brotherhood.

Mrs. deLoria Norman has not only shown the close relationship of universal religion and art in her work but she has shown it also in her life through making this gift to

Camp Hazen in the interests of growing boys. Working under extreme difficulties, she has given something to that Y. M. C. A. Camp that probably no other camp in the country possesses. Pictures that appeal to boys, that they can live with, understand and appreciate, yes, but more than that, she has shown that religion, art, and life are one not only through her work but in her own example.

It is regrettable that these pictures which often serve as subjects for the "password" of the morning, are not painted on the walls of a more imposing building. Yet, Mrs. Norman herself feels that unless they take their place in the natural "crudeness" of camp buildings they could hardly be sincere. She says that there is no reason why natural crudeness should mean ugliness when there is so much beauty in surrounding nature. To take this beauty in significant aspects of nature and translate it into material form is the work of the artist.

By her contribution to Camp Hazen, Mrs. Norman is showing that just as boys grow to love the beauty of nature through their close contact with the out-of-doors in camp, so they may grow to appreciate the beauty of art through daily contact with paintings that have a distinct meaning for them.

THE HORSEMANSHIP CONFERENCE

C. A. ROYS, *Chairman*

The third Horsemanship Conference was held at the Teela-Wooket Camps, Roxbury, Vermont, during the week June 24th to June 30th inclusive.

Again this season Mr. Frederick Boswell supervised instruction. He was assisted by Captain Frank Carr of West Point, Mr. Alexander Mitchell of the Mitchell School, Billerica, Massachusetts, and Albert Scholl of Watertown, New York.

Thirty-one people took the course. It was very gratifying to the directors to note the unusual number of camps which were represented for the first time, but perhaps even more gratifying that so many who had previously taken the course should return to continue the work.

The short time allowed for the course makes it necessary to assume that those representing the various camps are experienced horsemen

or horsewomen; and a very intensive week enabled students to cover quite thoroughly the theory and practice of teaching.

The instructors submit various plans for the organization of riding to meet the different conditions in camps and schools and, as a result of the work accomplished, successful students are given a rating of Third, Second, or First Class Instructors.

It is interesting to note the increasing number of those who aspire to teach riding in Camps. The result will eventually be a larger and more competent group from which Camp Directors may fill their requirements. At the present time, however, it would seem that the demand for good Riding Instructors is in excess of the supply.

After the camp season opened this year the directors of the Horsemanship Conference received applications from five camps,

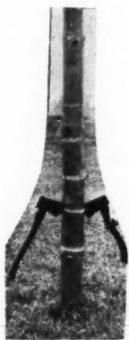
all of which were still without suitable instructors for this important activity.

As one who would like to see every camp helping to raise the standard of riding and

instruction, I urge upon Camp Directors the importance of a careful selection of Riding Instructors.

THE HATCHET CONTEST IDEA

By REID O. BESSERER



In order that a larger number of campers would participate in athletic events the following "Hatchet Contest Plan" was adopted at Camp Sumner, Pittsfield, Mass.

The Camp Director appointed two outstanding tent-leaders as chiefs. The entire camp was assembled and these two men chose their tribes from the group of campers and tent leaders.

These two tribes under their appointed chiefs held a pow-wow and did two things. First, they chose tribe names, representing the Indians who lived at one time near camp and a tribal color. Second, the tent-leaders capable of coaching specific events were found and boys who could compete well in events such as track, baseball, volley-ball, basketball, tennis, aquatics, etc. These groups then started training.

After a day or two the events were arranged in order: 1st Contest, Track Meet; 2nd Contest, Volley Ball Match, etc., throughout the entire list of competitive games.

Both tribes were then assembled around a pole 5 feet tall, on the Campus. Rings were painted around the pole every six inches from top to bottom.

Each tribe chieftain then sunk a hatchet painted the tribal color—red or green—into the first ring and then the friendly Hatchet Contest began.

The Track Meet was the first event run off, at the termination of which, the victori-

ous Tribe through their chief raised their hatchet one ring. Contests should not be held oftener than twice a week.

At the end of the Series the hatchet that was nearest the top was granted the privilege of hanging their colored hatchet in the Dining Hall or Lodge. Sometimes a good tribe will win every contest and quickly climb to the top of the pole thus becoming the victors of the contest. At this point new tribes should be chosen and a new series started.

A splendid ceremony is to have the chiefs "bury the hatchets" on the final day of camp—and to uncover and start afresh in the next season.

The idea certainly stimulated the participation of all campers in the events.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of The Camping Magazine published monthly except July, August and September at Boston, Mass., for Oct. 1, 1930, State of Massachusetts ss.
County of Norfolk

Before me, a Justice of the Peace in and for the State and county aforesaid, personally appeared Robert W. Williamson, who, having been duly sworn according to law, deposes and says that he is the Business Manager of The Camping Magazine and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, Camp Directors Association, Wolfeboro, N. H.; Editor, H. W. Gibson, 14 Avon Rd., Watertown, Mass.; Managing Editor, none; Business Manager, Robert W. Williamson, 152 Purchase St., Boston, Mass.

2. That the owner is:
The Camp Directors Association, Wolfeboro, N. H.; Dr. John P. Sprague, Pres., Wolfeboro, N. H.; Walter H. Bentley, Vice-Pres., Wolfeboro, N. H.; Laura I. Mattoon, Secy-Treas., Wolfeboro, N. H.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

(Signed)

ROBERT W. WILLIAMSON,
Business Manager.

Sworn to and subscribed before me, this 26th day of Sept., 1930.
(SEAL)

A. J. GARCEAU.

The Camping Magazine

THE OFFICIAL JOURNAL OF THE
CAMP DIRECTORS ASSOCIATION

VOL. III OCTOBER, 1930 No. 1

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EDITORIALS

March 5, 6, 7, 8, 1931 are the dates for
the next annual meeting of the Camp Direc-
tor's Association and place will be Washing-
ton, D.C. The sessions will be held at the
Mayflower Hotel. Washington should attract
a record attendance. Put these dates in your
engagement book now.

The C. D. A. will be officially represented
at the White House Conference on Child
Health and Protection to be held in Washing-
ton, November 19, 20, 21 by the national
secretary, Miss Laura I. Mattoon, who is serv-
ing on the sub-committee on Camping and
also on the sub-committees on Education and
Training of Youth Outside of Home and
School and on Physical Education and Rec-
reation. The president, Dr. J. P. Sprague,
expects to attend the conference. A report
of the conference will be given in the Decem-
ber number of CAMPING.

November CAMPING will major the general
theme of *The Administration of a Physical,
Health and Mental Hygiene Program*. The
subject will be presented by men and women
who are carrying on interesting experiments
along these lines in camps, as well as those
who are doing research work, and the articles
will be of exceptional value to all who are
engaged in organized camping.

Many requests have come from subscribers
for a Binder that will hold the nine issues
of CAMPING. We have been able to secure
a strong double-spring binder, with board
cover of durable cloth and the name of the
magazine stamped on it in gold. The price
is \$1.65, plus postage. Send your orders to
THE CAMPING MAGAZINE, 152 Purchase
Street, Boston, Mass., and then keep your
copies of the magazine in good condition
and available when wanted.

Our new cover comes from the studio of
Herman E. Dean. Mr. Dean is well known
in New England for his tasteful and expres-
sive designing, lettering, and typography.

From his studio at Eight Arlington Street,
Boston, for several years have come outstand-
ing examples of advertising pieces, catalogs,
and brochures. Mr. Dean will be glad to
co-operate with any of our members desiring
a distinctive touch in any phase of their camp
catalog or other publicity.

NEWS FROM THE SECTIONS

Pacific Coast Section.

The new officers elected are: Miss Rosalind Cassidy, President, Mills College, California. Vice-Pres., Wesley Klusman, 1204 So. Hill Street, Los Angeles, California. Secretary-Treasurer, Miss Esther E. Blankenship, 147 W. Oak Street, Stockton, California. Executive Committee, Thomas Webb, Fred Abbott, Ruth Huntington, Alice Prager, H. J. Bemiss, G. H. Oberteuffer.

The next meeting of the Section will be held the first week in April at Asilomar. The chairman is Mr. M. Van Rensselaer of Lokoya Camps.

New England Section.

The Fall meeting was held September 19-21 at the Oyster Harbors Club, a delightful unique Club House in the heart of charming Cape Cod. A minimum amount of time was given to the discussion of topics and a maximum of time was devoted to recreation and visitation to places of interest and camps located on the Cape. About twenty were present. The program included the review of **CAMPING AND CHARACTER** by G. H. Roehrig, of Camp North Woods, "Financial Survey of Camping" by H. W. Gibson, Editor of **CAMPING**, "Methods of Spending Sunday," a round table discussion conducted by Rev. E. L. Dennen, of Camp O-At-Ka. Saturday evening the members enjoyed a program of Chanty Songs by the girls from Camp Chequesset under the direction of Lucile Rogers, the director of the camp.

The program for the winter season is as follows: November 15, "The Educational Method of Dealing with Moral Problems in Camp". January 24, "The Educational Method of Developing Appreciation of Music and Art". April 23, "The Educational Method as Applied to the Health and Protection of Campers". These topics are to be presented by committees and will form the basis of research by the members.

Halsey Gulick, director of the Luther Gulick Camps, flew to the meeting by airplane, making the distance of 150 miles from Portland, Maine to Oyster Harbors, in one and one-half hours.

New York Section.

The Board of Directors of the section sent out a letter to every member, July 15, ask-

ing for their co-operation in making effective the Code of Ethics. The following paragraphs are quoted from the letter:

"It is generally felt that last year's achievement by the C. D. A. was a fine one. It is also felt that the Association has scarcely begun to realize its potentialities. Camping is a young profession without adequate university courses or large foundations working on our particular problems. If camping is to render a maximum service to the country, it is of the utmost importance that we should help one another put it on a genuinely professional basis. We should like to have you consider these questions. How can we make the Association of greater value to each individual member? How can we make our co-operative effort of the greatest value to the country? It is unfortunately true that as new members come into the Association we find not a few old ones dropping out. A good many members do not feel that the Association work is worth their participation. Can we infuse one another with the kind of spirit of co-operation with which we try to inspire our campers? If so, how?

"We have decided to have an office for our New York Section, and we hope that this office will be an important device for vitalizing the Association and increasing its value. We urge you all to write to this office throughout the summer, asking for any kind of help you think the Association might render. While we may not be able to give all the help you ask for this summer, your requests will indicate what kind of service our office might render. Also send into this office all suggestions you have for the improvement of camping or the C. D. A.

"We hope to have our Grievance Committee function carefully. Please send to it, through our office, all evidence of violation of the Code of Ethics or other bad Camp practice.

"The list of Committees, with names of members, follows:

1. Grievance Committee—
Mr. Guggenheimer, Chairman
Miss Hazel Allen
Third member to be selected
2. Program Committee—
Mr. Colba Gucker, Chairman
Mr. Lieberman

Mr. Wallace Arnold
Miss Emily Welch
Mrs. Sinn

3. Legislative Committee—
Chairman to be appointed
Miss Eleanor Deming
Mr. Ben Solomon

4. Committee on Co-operation with
Universities—
Miss Agathe Deming, Chairman
Committee to be appointed.

"The address of our new office is 19 West 44th St., New York City, Care Miss Marguerite Tuttle."

Southern Appalachian Section.

Notwithstanding the wide-spread financial depression Camp Nakanawa experienced a most successful season in all respects. The enrollment at Junior and Senior Camps was three hundred and nine. The unprecedented drouth did not hamper the carrying out of scheduled water sports nor cut down the supply of drinking water. The health chart indicated the least sickness in camp history. Tennis took the lead in land sports with hockey and soccer following. Woodcraft gained enormously in importance while the arts and crafts department came near realizing its ideal of bringing into camp affiliation every other department. Hikes of many kinds gave an added zest to the season.

The enrollment at Camp Junaluska for Girls, Lake Junaluska, N. C., represented 21 states as well as Cuba, Haiti and Armenia, and the campers had a very happy summer, despite the unusually hot and dry weather. All the regular activities were carried on and one of the features of the season was the over-night trips. Besides the short over-night hikes, there were two horseback rides into the Cataloochee Valley where the party spent the night out under the stars. On the two gypsy trips, each lasting three days, the hikers, with the counselors in charge, explored parts of the Great Smokies where they had not been before. A covered wagon accompanied the explorers, to carry the bedding rolls and provisions.

For the first time Camp Junaluska had army officers on its counselor staff. Colonel Edmund P. Easterbrook, recently retired Chief of Chaplains of the U. S. Army, who served as Camp Chaplain, and Capt. J. Law-

ton Collins of Fort Benning, Ga., who was in charge of equitation and riflery. Both new masculine members of the staff added much to the camp life.

Miss Ethel J. McCoy, the Camp Director, sailed the first of August, with the Junaluska Travel Club, to spend two months in Europe, and during her absence the camp was in charge of her mother, Mrs. Wilbur McCoy, her sister Mrs. T. C. McKee, Jr., and Miss Margaret Hoskins who acted as assistant director.

Girls at Camp Riva Lake, Winchester, Tenn., publish a paper called "The Camp Racket of Riva Lake." Copy for the paper is written by the campers to express their ideas of camp and to have a reminder during the winter of their summer experiences. One of the counselors acts as a sponsor to the editorial staff, to help them in arranging their material.

The Dixie Camps at Wiley, Ga., enjoyed a ninety-six percent enrollment for the 1930 season, the campers coming from fourteen different states. These camps—one for girls and one for boys, are twelve miles apart, the girls' camp occupying a 400 acre site and the boys' camp a 750 acre site—are owned by A. A. Jameson, who was active in the organization of the original Camp Directors' Association, and at whose invitation the first meeting was held at the Twenty-Third Street Y. M. C. A., Mr. Jameson being boys' secretary there for ten years.

The ample water supply at both camps provided abundant water for all purposes in spite of the drought prevailing throughout the country.

Dr. Willis A. Sutton, recently elected as President of the National Education Association, made a series of seven talks at the Sunday services, speaking at the noon service at the boys' camp and the twilight service at the girls' camp.

Horseback trips into the adjoining Nantahala National Forest Reserve, canoe trips down the Little Tennessee river and a six-day automobile trip through Virginia were enjoyed, as was the 18-hole miniature golf courses.

The final banquet at Camp Sequoya for Girls, Bristol, Va., very cleverly carried out the idea of a circus in the invitations (which

were shaped like elephants), the dining room decorations and the menu. Between courses, entertainment was provided in the "ring" (the space between the tables which were arranged on the sides of the room) by snake charmers, tight rope walkers, acrobats and clowns. The various honors and trophies for the season were awarded in the gym, following the banquet.

MEMBERS COLUMN

Miss Adele S. Poston, Director of *Pine Cove Camp*, Hiram, Maine, has also under her direction The Psychiatric Bureau in New York City. The MENTAL HYGIENE BULLETIN in a recent issue gives a column to this Bureau; this reads in part:

"The Psychiatric Bureau in New York City reports a tripling of its personnel placement, nursing service and mental-health advisory work since its opening three years ago under the direction of Miss Adele S. Poston. Miss Poston was formerly Superintendent of Nurses of Bloomingdale Hospital, White Plains, the psychiatric department of the New York Hospital, and organized and directed the nursing services for the care and treatment of mental and nervous cases in A. E. F."

Mr. and Mrs. C. A. Roys entertained 45 members of the Appalachian Club at their Teela-Wooket Camp, Roxbury, Vt., from September 8-16.

F. H. Cheley of the Cheley Camps reports that the Camps in the Rocky Mountain region had capacity enrollment and an unusually successful summer.

Col. L. L. Rice of Camp Nakanawa suggests the following:

"Inasmuch as the academic world has given the stamp of approval to the word 'scholarship' and today could not well dispense with the term, why should not the camp world give its formal approval to the word 'campership'? So long as summer camps are not primarily academic institutions will it not be inappropriate and verbally infelicitous to speak of granting a scholarship to a camper? When printed CAMPERSHIP is as agreeable to the eye and as pleasing to the ear as SCHOLARSHIP, therefore I propose herewith its adoption and general use."

A. E. Hamilton, Camp Ironwood, has resigned as Managing Editor of CAMP LIFE. He will continue as a contributor to the maga-

zine. Mr. Hamilton also continues as an Associate Editor of THE CAMPING MAGAZINE and will write several articles upon important topics relating to organized camping.

The Counselor's Handbook made by Miss Verrel Weber in fulfillment of the requirements for the degree of Master of Education at Mills College, California, in June, 1930, has been printed and used by the Counselor Training Course in Mills College, and by the counselor group at Gold Hollow Camp, the demonstration camp for girls conducted by the College. It contains ten chapters, each crowded with camp technique, suggestions and ideas, of particular value to counselors, and its production marks the beginning of a literature that counselors are eagerly seeking.

The new Southwestern Section has set a fine example to the other sections by sending in the large number of Counselor memberships to the Camp Directors' Association. Evidently this section, which is only a few months old, means to do its share in increasing the membership of the newly organized Counselor Membership Group.

Speaking of memberships, now is the time to make the Secretary-Treasurer happy by prompt payment of annual dues. All dues are payable in October. The new plan of allocation of dues goes into effect this year. \$3.00 of the \$10.00 Active, \$2.04 of the \$5.00 Associate, and \$1.00 of the \$3.00 Counselor membership dues goes to the section of which the member belongs, thus doing away with two separate membership payments. Send your dues to Laura I. Mattoon, Secretary-Treasurer, Wolfboro, N. H.

THE CAMPCRAFT CONFERENCE

MAYNARD L. CARPENTER

The Annual Campcraft Conference held this year at Camp Carter in Andover, N. H., opened June 21st. From that time until the closing date, the 28th, every period was filled with constructive work in theory and practice of the "science of living in the woods and on the trails in such a manner as to produce health, happiness, increased knowledge and experience which will be of lifetime value."

We were particularly fortunate this year in our instructors. Mr. Edward Cooper of Berea College, Ky., was chief of staff. Mr. Cooper has had many years of practical ex-

perience on the trails of the Green Mountains and as counselor at Camp Sangamon. His enthusiasm and common sense was of unlimited value to the entire program. Miss Louise Barlow of New Jersey and for several years connected with Camp Allegro, had charge of the cooking end of the convention. At least one meal each day was cooked in the open and Miss Barlow gave many tempting recipes for all sorts of out-of-door occasions. Miss Mildred Forbes of Dorchester, Mass., was the official "story teller." She gave many pointers in the telling of campfire stories and also furnished lists of available material.

Fourteen camps were represented in the enrollment of the Conference. Every member with one exception was an employed campcraft counselor of the camp which he or she represented and each left the Conference with a firm determination that the enthusiasm of the Conference should be carried over to the campers and that campcraft should find its rightful place in the program of the camp.

The C. D. A. certificates were awarded Helen St. John, Marjorie Fenwick of Camp Tanamakoon, Canada, Mary F. Hancock, Camp Songadeewin, Carrington Shields, Camp Chequesset, Eleanor Hotchkiss, Camp Allegro, Frances Berger and Evelyn Boynton, Camp Carter, Sylvia Stewart, Camp Winnecowaisa, Peggy Dowst, Cathedral Pines, Frances Beck, Camp Winnicut, Mary Fox Raines, Camp Tapawingo, Albert Dangerfield, Camp Teela Wooket and Margaret Ulry, Camp Pinecliff.

Full notes were taken of all the lectures and copies will be gladly supplied anyone interested. The charge of 25 cents covers the cost of paper and mailing. Write to M. L. Carpenter, Lebanon, N. H.

NEW MEMBERS OF THE C. D. A.

PACIFIC SECTION:

Miss Rosalind Cassidy (*Admitted to Active Membership, July, 1930*).

Mills College Camp, Mills College P. O., California.

Mr. Earl J. Merritt, *Associate Member*.
Camp Robin Hood, Lake Arrowhead, Calif.

Eli P. Clark Hall, Pomona College, Claremont, Calif.

SOUTHWESTERN SECTION:

Mrs. Clifton DeBellevue, *Associate Member*.

Camp Wabun Annung, Kerrville, Texas.
Kerrville, Texas.

Counselor Members from Camp Wabun Annung, Kerrville, Texas.

Miss Janie Belle Baten
Camp Wabun Annung, Kerrville, Texas
707 Melba, Dallas, Texas

Miss Kathleen Bloomquist
Camp Wabun Annung, Kerrville, Texas
6848 Avenue K, Houston, Texas

Miss Margaret A. Call
Camp Wabun Annung, Kerrville, Texas
Ladonia, Missouri

Miss Edith Coleman
Camp Wabun Annung, Kerrville, Texas
917½ Carrier St., Denton, Texas

Miss Elizabeth Morley
Camp Wabun Annung, Kerrville, Texas
912 N.W. 14, Oklahoma City, Okla.

Miss Marie E. Musson
Camp Wabun Annung, Kerrville, Texas
1233 Second St., New Orleans, La.

Miss Rita Pilkey
Camp Wabun Annung, Kerrville, Texas
416 N. Haskell Ave., Dallas, Texas

Miss Bernice Planché
Camp Wabun Annung, Kerrville, Texas
Eunice, La.

Miss Flo Robinson
Camp Wabun Annung, Kerrville, Texas
301 E. Fannieu St., Marshall, Texas

Miss Pearl Secrist
Camp Wabun Annung, Kerrville, Texas
1418 W. Magnolia, San Antonio, Texas

Miss Madeline Tarpley
Camp Wabun Annung, Kerrville, Texas
Pampa, Texas

NEW YORK SECTION:

Mr. J. G. Frank
Camp Pawnee, Southington, Conn.
115 West 172nd Street, New York City

SOUTHERN APPALACHIAN SECTION:

Mrs. A. W. Norman, *Counselor Member*
Camp Eagle's Nest, Brevard, N. C.
1622 College Street, Columbia, S. C.

Miss Carrie C. Sinclair
Camp Nikwasi, Franklin, N. C.
Hampton, Va.

COUNSELOR'S COURSE AT IOWA STATE UNIVERSITY

PROFESSOR MARJORIE CAMP, *Director*

Thirty-one counselors, representing camps in seven states and Canada and residents of nine states, were enrolled for our Third Counselors Course held at the State University of Iowa, Iowa City, Iowa, June 16th to 27th, 1930.

The five courses offered were of an intensive nature and much was accomplished in the two weeks.

The group was a particularly keen and intelligent one. The evening meetings were interesting, and the special speakers brought in, as well as the reports and discussions, made a worthwhile contribution to the course content. Forty students and instructors enjoyed the week-end camping trip to the Quarries. On this trip the students in the camp craft course were given practice in choosing a camp-site, tent pitching, fire building, care, storage and preparation of food, and organization of such a trip.

Camp Directors Association certificates were awarded as follows:

- 4 Nature Lore Counselors
- 5 Swimming Counselors
- 10 Camp Craft Counselors
- 15 Canoeing Counselors

Our Third Course was most satisfactory from every point of view, particularly when we consider the increased number in attendance in a bad business year, and when we consider the large geographical range the students represented. We are planning to offer the course, under the same directorship, in June, 1931.

FOR YOUR BOOK SHELF

WHEN YOU HIKE. Girl Scouts, Inc., New York. 25c.

Hiking may be a delightful experience or a disagreeable adventure. It depends upon sane leadership and careful preparation. Here is a little book (for it contains only 32 pages) that should be read and thoroughly digested by every hike counselor as well as hikers. While it was written primarily for girls, there is a lot of good sense between the covers that Hike Counselors of the male persuasion could absorb with profit. The content is in the form of questions and answers, and the four chapter headings are as follows: When You Walk Out, When You Cook Out, When You Sleep Out and When You Move On, and an additional chapter on Itinerant Camping.

PLEASED

RECENTLY we received a letter from a Camp Director, to whom we had sold 300 camping outfits, part of which we quote:

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MINIMUM STANDARDS. Girl Scouts, Inc., New York. 35c.

This booklet is the 1930 edition of the Girl Scout Camps, and intended to meet the needs of a large permanent camp. It deals with such important matters as Camp Registrations, Community Backing, Program, Leadership, Camp Site, Health, Sanitation and Housing, Waterfront Equipment, Business Records, Pioneer and Primitive Camping, Camp Projects, A Five Working Plan. This latter plan, outlined in the back of the book, perhaps contains a gesture of the camping movement becoming a twelve month in the year project. The book is crammed with workable suggestions.

SO YOUTH MAY KNOW. Roy E. Dickerson, Association Press, New York. \$2.00.

The making of books dealing with sex subjects seem to be the vogue. Much of the material in most books treating this subject either increases the curiosity of youth or produces unhealthy introspection. Dickerson's book, however, is a "review of old facts imbued by the magic of new knowledge with fascinating interest." To fully understand the book the chapters must be read in their order. The book contains five parts with twelve chapters and appendices, and deals with intimate topics in both idealistic and practical fashion. It is intended to be read by young men in their upper teens and twenties. The purpose of the book is that of helping those who are "floundering through the swamp of misunderstanding, misinformation, doubt, perplexity and fear regarding sex." Directors of boys camps will find this book very valuable especially when counseling with older boys and younger counselors.

CEASE FIRING. Winifred Hulbert. Macmillan Company. \$1.50.

A series of thrilling stories about boys and girls of today in far away countries, whose lives have been influenced by notable events in the history of the League of Nations. This book and others of like character, should be within easy reach on the tables in camp libraries, social halls, and gathering places of campers. World friendship and world peace will only become a reality through youth and not through the diplomacy and dilly-dally process of mature persons. Because of the presence of foreign born boys and girls in summer camps, our American born children develop a new attitude toward them and discover qualities of character and skill which calls forth their admiration. Read this book before the next camping season.

SUMMER CAMPS—1930. Seventh Edition. Porter Sargent, 11 Beacon Street, Boston, Mass. \$6.00.

The preface of the book says, "This handbook is intended primarily as a parents' guide to help them in finding camps of the right type for their children." Unless we are mistaken, it is our belief that the real value of the book is that of providing a camp directory for the use of camp directors, counselors, manufacturers, sales managers and business firms, and as such it is worth twice the purchase price. Porter Sargent is not only courageous in his investment when he began publishing this Handbook, but he possessed rare vision of what the camping movement may become in the near future. This book is as nearly authoritative as it is possible to produce and Porter Sargent is rendering a genuine piece of service to parents and directors in the issuance of this book year after year.

CAMPS AND CAMPING—1930. Eugene H. Lehmann, Editor. American Sports Publishing Co., 45 Rose Street, New York. 35c.

This edition is a decided improvement of last year's edition. Greater care is shown in the publishing of the Constitutions of the National and Sectional groups of the Camp Directors Associations. A new feature is the publishing of a list of members of the C. D. A. according to Sections. The article by the editor on "What's Ahead in the Camping Movement" is a valuable analysis of questions answered by 791 camp directors, and may form the subject for discussion in camp meetings this winter, with considerable profit.

Achieving Character Results in the Summer Camp

(Continued from Page Six)

the camp should also be carefully studied, not alone by the camp director but by all of the counselors and instructors. This analysis of the possible learnings from a given activity should have several results. (1) Leaders will recognize that an activity may have

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negative or undesirable learnings as well as positive or desirable results. In the same activity a boy may learn to be a coward or to display courage; to be selfish or to be unselfish; to be honest or to be dishonest; to be prejudiced or to be open-minded. There is no certainty that the positive outcomes will outweigh the negative ones, even in a summer camp. (2) This kind of an analysis should help leaders to relate the individual camper to a particular activity in the most helpful way. If a boy lacks ability in physical achievement he doubtless should have the opportunity to become efficient enough to feel the thrill and satisfaction of mastery and achievement, but if he is timid and sensitive about his inadequacy, which is so often the case with this kind of a boy, to relate him to a group of boys who are much superior to him in playing baseball, for example, might easily result in enhancing his sense of timidity and inadequacy and in driving him further toward his books, day-dreaming, or nature study. Books and nature study are too valuable in human life to be used merely as escapes for persons who do not have the chance to excel in other things.

Another conspicuous question which camp educators are still facing concerns the extent to which campers should make decisions and plan the program. More fundamentally conceived the question is: how should we live together; co-operatively in a genuine sense where the total personality of each person receives a maximum opportunity for growth and expression; or as adults who know what ought to be done and therefore decide and plan for those who do not know as much? There is a great deal of talk about democratic and co-operative government. By democratic government we sometimes mean a certain kind of machinery or organization, perhaps a campers' council with certain areas of responsibility, usually of a limited nature. The theory of co-operative participation assumes that a person learns to think, to purpose wisely, to carry responsibility, or to analyze the consequences of action by having experiences in these things—and in no other way. Co-operative participation, therefore, is much more basic than merely the mechanics of camp government. It is something coterminous with the experience of the camper



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and depends more upon the attitude of the adult in all of his relations with campers than on anything else: Where the opinions, interests, purposes, problems and attitudes of the campers are dealt with so that the resources for larger self-direction are developed within the individual—there you have the essence of co-operative or democratic living. As adults, however, we find it much easier to tell a child what to do and how he ought to do it, than to share with him in a much longer process of looking at a question or problem from all sides and throwing the responsibility for evaluation and choice upon the younger person.

One more perennial problem in this area of program development centers in the kind of incentives or motivations for activity which should be used for the largest character outcomes. Should we depend upon the interest in the thing itself entirely or upon artificial awards and recognitions? There are several reasons why we are not as sure as we once were that artificial incentives do secure desirable character results. Many of us have learned that boys who keep their tents immaculately clean and tidy under the pressure of competition and awards, reveal no such tidiness when they return home where these incentives no longer operate. We have some facts at least to indicate that the habits and interests which we hope are being established by the award-motivated activity are not established. When the "scaffolding" disappears no built-up interest or habit can be found. Many camp directors have experimented sufficiently with intrinsic methods or motives, using the powerful motive of social recognition perhaps, to know that a camp can be run effectively without external awards and recognitions.

And now comes the mental hygienist who calls our attention to the fact that we should observe the effect of awards on the *person who does not receive them*. The boy or girl who possesses ability and achievement does not need further recognition or attention from the standpoint of his personality. He already has a sense of adequacy and achievement. It is the boy or girl whose achievement is slight and who probably suffers keenly just because of this inadequacy and inferiority who most needs the recognition and the sense of worth and adequacy which achieve-

ment brings. But under some of our award systems, he not only fails to get that which his personality most needs, but is probably made to have a greater sense of inadequacy and failure because of the awards and recognition given to those who excel. If awards must be given, from the standpoint of character development, perhaps they should be given to the least proficient! Much study, careful observation and experiment is needed especially in the direction of improving our skill in utilizing intrinsic motives for activity and conduct. It is at this point that we most need help today, I think. Many of us would gladly revise our present procedures if we had greater skill in stimulating and motivating purposeful activity.

How May We Select, Train and Supervise Leaders so That Campers Will Experience The Best Character Growth?

Towering in importance above all other factors for camps which seek character results is the problem of securing adequate leadership. Theoretically, we have always recognized the importance of the tent and cabin leader. Actually, if maturity of personnel and salary are indices, we have tended more to place our reliance upon program directors and activity instructors. The study of counselors in relation to the character changes in the boys at Camp Ahmek proved to be almost startling in its revelation.¹ Whether a camper is more helped than harmed in a summer camp seems to depend much more upon his counselor than upon the camp director or all other persons together. Selecting and improving the effectiveness of counselors, therefore, seems to be the strategic point of attack for camp directors who seek larger character results in campers.

We do not know very clearly what qualifications we should look for in a camp counselor. One tendency is in the direction of securing persons of greater maturity with educational equipment in the social sciences. We do not know what the most significant factors in determining the effectiveness of a counselor are. Is it intelligence, educational experience, camp experience, skill in educational methods and techniques, emotional and personality factors, ability to live with boys or girls, or knowledge of the mental hy-

¹See *Camping and Character*—P. 241.

giene factors in personality growth? Here is a need for a research project of fundamental and far reaching consequences. To discover what qualifications are possessed by effective counselors and to formulate procedures for selecting persons who possess these qualifications in the largest degree would be a research undertaking for such an organization as the Camp Directors' Association of the greatest promise.¹

That more ample provision in budgets for leadership will need to be provided in educational camps seems inevitable. Yet present budgets for leadership spent in a different way may be adequate. Persons will be selected primarily for responsibility with cabin groups. Instructional skill will be a secondary factor. The money now going in to staff persons, like athletic directors and aquatic directors, will go part way at least toward increasing the remuneration for group leaders, or may be used for personnel and program directors who possess educational and social science skill.

Greater emphasis will need to be placed on the pre-camp training of counselors. University and college courses in camping where the character and educational aspects are central will need to be developed and utilized. Prospective counselors may be urged to take courses in education, mental hygiene, sociology and psychology as part of their regular College and University study. Counselors also may be stimulated to read carefully recommended books or articles or "chats" with counselors sent out by camp directors. The pre-camp training period for counselors preceding the opening of camp, now common to many camps, may also be increasingly desirable.

Space does not permit much consideration of the problems involved in training and supervising counselors during camp. Camp directors and others in supervisory positions will find here the greatest opportunity for stimulating counselor growth if skillful supervisory insight and procedures are possessed and utilized. The task of the supervisor is to help the counselor or instructor do his work more effectively. This task is primarily one of counseling and guidance or

¹Since this article was written such a research project has been initiated under the leadership of Charles E. Hendry. A number of camps are co-operating in the enterprise.

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being a helpful resource to the counselor in relation to the situations and problems he faces in dealing with his campers. Any device that will aid counselors to understand their campers better, to have more definite objectives in view for each camper, to be more sensitive to the range of attitudes that may be influenced in campers and to constantly appraise the results of their contact with campers, has value as a supervisory device. The various devices, techniques and forms previously discussed are illustrative of the supervisory devices and how they may be used.

How May We Estimate the Character Results of a Camp?

Current methods for appraising the character results of camp experience are largely impressionistic. Camp directors usually know the exact number of campers who learn to swim during the camp period and the degree of proficiency which most of their campers achieve in other skills. We have no corresponding knowledge of the changes in attitudes, habits, evaluations, or conduct which take place in campers. Some camps, such as Camp Idyle Wyld in Wisconsin which makes a very complete report at the end of the summer to every parent, does approximate an evaluation of the character growth of every camper. An enterprise as vast as the summer camp now is, into which parents pour many millions of dollars annually, should be giving serious thought to the ways of estimating more accurately its results in helping boys and girls to live more wholesomely and effectively.

The task of ascertaining results in the skills developed is comparatively simple. The difficulty of estimating character changes does not exclude it, however, either from the realm of possibility or desirability. It is possible to employ methods for ascertaining whether the camper becomes more or less seclusive, more co-operative, more independent, more sensitive to the needs and likes of others, less fearful of the water, of the dark, or of other persons, more domineering and superior, more stubborn and contrary, less given to temper outbursts, or more resourceful and independent.

A few guiding principles may be proposed for the camp directors who wish to make

some advances toward a more adequate appraisal of the results of their camp. 1. We should determine first of all what kinds of changes or development we are attempting to secure in our campers. Our methods or procedures of appraisal may be directed toward these particular kinds of habits or attitudes. 2. A variety of procedures may be followed that will give greater accuracy to our appraisal of results. Camps may use one or more of these methods: (a) A descriptive record kept by the counselor of the conduct and behavior of the camper throughout the camp period. This description probably should be made on the basis of a guide list of the kinds of behavior that the counselor should observe and describe. This method might be called, "A behavior observation record." (b) A behavior frequency rating scale which includes the kinds of behavior or attitudes which assumably might be affected in the camp. The campers should be rated preferably by at least two persons and at least twice during the camp period, the first time at the end of the first week and then again at the close of camp. While there are limitations to this method it probably is a marked advance on the more haphazard and subjective judgments we now make about the improvement of campers. (c) Certain tests could be administered at the beginning and the end of camp. There are now available standardized tests similar to the "intelligence" tests that measure such elements as: honesty, prejudice, co-operativeness, racial attitudes, social insight, sense of superiority, suggestibility and ethical knowledge.

The summer camp undoubtedly stands on the threshold of a new era. We need have no doubt of the future of the camp. An increasingly larger place as part of the educational movement seems certain. Our concern should be whether our resources in leadership, in method, in insight and understanding of the way in which character develops are equal to the growing opportunity. It is not the summer camp that will be on trial in these coming years—the real test will be whether the present camp leadership is capable of utilizing the resources now available in education, psychology, mental hygiene and sociology, in helping camps to actually achieve their largest potential results.

